Vermont Grade 3 to Grade 4 Life Science Summer Bridge Workbook

Life Science: Review, Readiness, and Practice

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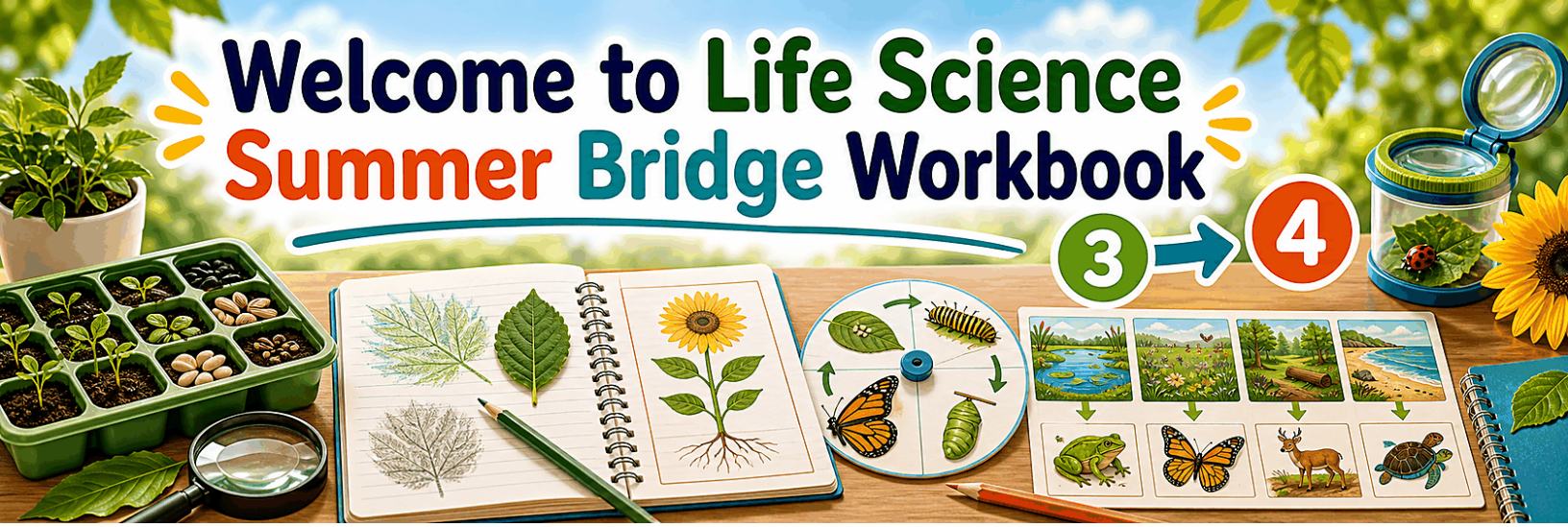


More written practice for Grade 3 review and a gentle start on Grade 4 life science.

This workbook gives students space to practice, mark evidence, write short explanations, and correct their work. The first part strengthens Grade 3 life science ideas. The final part introduces Grade 4 structures, senses, and behavior with simple visuals and low-pressure readiness practice.

Practice deeply

- write science words, not long paragraphs
- label models, traits, habitats, and evidence
- compare two organisms before answering
- correct missed answers in pencil
- use Friday mixed review to connect the week

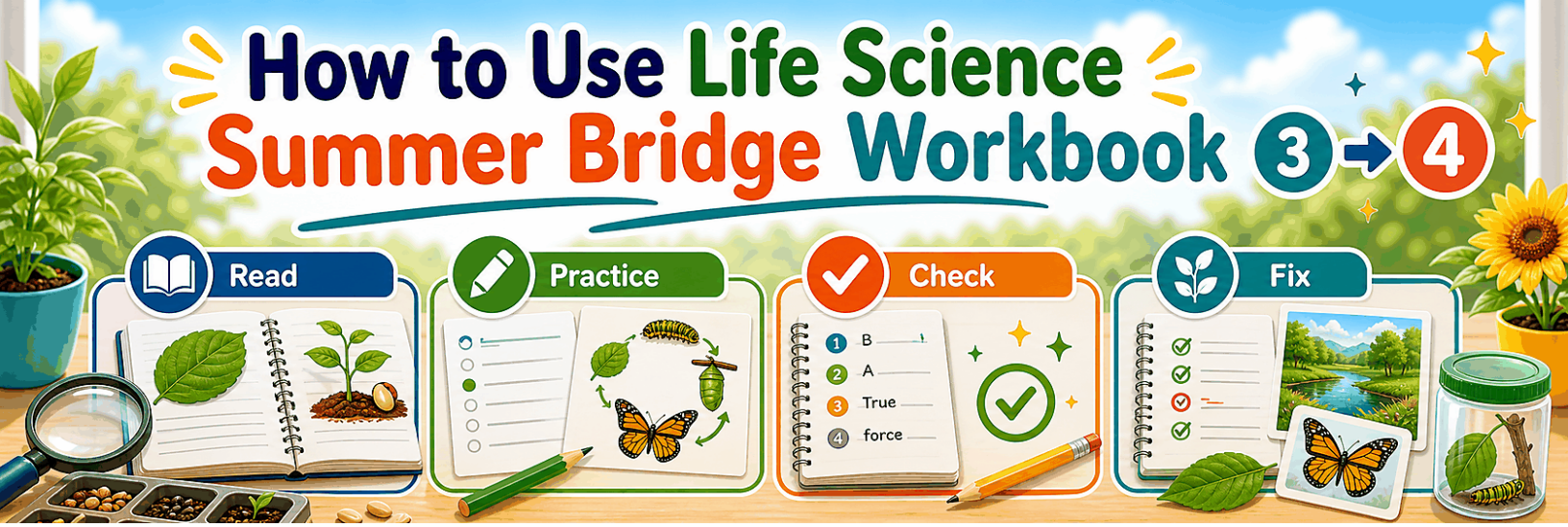
Build readiness

- review life cycles, traits, fossils, and habitats
- preview plant parts and animal structures
- connect structures to useful jobs
- notice how senses gather information
- explain how behavior can help survival

Why this book has more writing

Students often understand a life science idea better after they explain a clue, label a structure, or fix a missed answer. This bridge workbook turns readiness into active work instead of passive reading.

How to Use Life Science Summer Bridge Workbook 3→4



Use the workbook to practice the path from Grade 3 to Grade 4.

This book has more room to work than the bridge review book. Students should write on the page, mark evidence, and correct missed questions. The goal is steady readiness: keep Grade 3 ideas strong while building comfort with Grade 4 life science language.

Practice days	Read the review or readiness note, study the visual, and complete the workbook questions before checking.
Writing work	Use short labels, arrows, trait words, claims, and one-sentence explanations when a question asks for thinking.
Friday review	Complete the mixed review to bring the week's ideas together. Use the score as information, not pressure.
Corrections	Fix missed answers and write the science word or clue that would have helped.

Write

Use the page as a workspace: labels, arrows, short answers, and quick corrections.

Link

Connect Grade 3 life science ideas to new structure, sense, and behavior examples.

Review

Use Friday mixed review to see which ideas need another look.

For students

Put a small star by new Grade 4 words. Underline the evidence before choosing an answer. Keep written answers short and correct the page before moving on.

For adults

Ask students to point to the evidence they used. Read hard questions aloud if needed. Keep Grade 4 preview pages exploratory, and use corrections as the teaching moment.

My Bridge Workbook Progress

Track review lessons, readiness lessons, and each Friday mixed-review score.

5 review weeks | 3 readiness weeks | 8 Friday reviews

This grade 3 to grade 4 science summer bridge workbook belongs to: _____

Week	Focus	Mon	Tue	Wed	Thu	Friday Review
1	Life Cycles and Living in Groups	☐	☐	☐	☐	____ / 10
2	Traits from Parents and The Environment Shapes Traits	☐	☐	☐	☐	____ / 10
3	Fossils: Clues to Long Ago and Helpful Differences	☐	☐	☐	☐	____ / 10
4	Survival in a Habitat and When Environments Change	☐	☐	☐	☐	____ / 10
5	Life Cycles and Living in Groups	☐	☐	☐	☐	____ / 10
6	Grade 3 Review and Grade 4 Preview	☐	☐	☐	☐	____ / 10
7	Grade 4 Preview: Structures for Survival	☐	☐	☐	☐	____ / 10
8	Grade 4 Preview: Senses, Brains, and Behavior	☐	☐	☐	☐	____ / 10

Reflection Notes

A living-things idea that feels strong: _____

A life science idea to revisit: _____

Table of Contents

Here's what we'll explore together!

Let's learn and have fun!

WEEK

1

Life Cycles and Living in Groups

Practice this week's science ideas.

This Week's Days

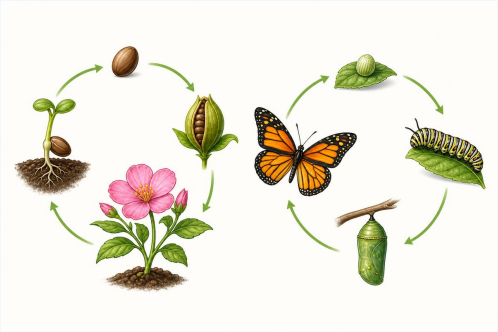
Day 1	Plant and Animal Life Cycles
Day 2	Modeling and Comparing Life Cycles
Day 3	Animal Groups at Work
Day 4	Arguing That Groups Help
Day 5	Week 1 Mixed Review

Week 1 Day 1

Plant and Animal Life Cycles

Big idea: Living things have life cycles. The stages look different in different organisms, but each cycle includes beginning life, growing, adults making new young, and death.

- **Core idea:** A flowering plant grows from a seed, sprouts, becomes an adult plant, makes flowers, and forms new seeds.
- **Key model:** Animals may hatch from eggs or be born live, then grow into adults that can have offspring.
- **Evidence clue:** A butterfly changes through egg, caterpillar, chrysalis, and adult stages. A frog changes from egg to tadpole to frog.
- **Bridge link:** Life-cycle diagrams are models because they show the order of stages and the repeating pattern.
- **Remember:** Use plant and animal examples only; people are not needed for this Grade 3 review.



Plant and Animal Life Cycles: study the picture, model, or data before answering.

Practice

Bridge Workbook Practice

Choose the best answer.

1. Which stage starts many flowering plant life cycles?

   A seed
   B adult butterfly
   C shell fossil
   D warm fur

2. Which animal has a tadpole stage?

   A chicken
   B frog
   C dog
   D bee

3. Why is a life cycle often drawn as a circle?

   A It shows the pattern can repeat.
   B It shows only one animal.
   C It hides the stages.
   D It means no organism grows.

Answer Key & Explanations

Check the answer first, then read the explanation to see the evidence or reasoning.

Week 1 Day 1: Plant and Animal Life Cycles

Answers

1. A
2. B
3. A
4. True
5. False
6. True
7. seed
8. butterfly
9. circle
10. froglet
11. See Explanation
12. See Explanation

Explanations

1. A seed is the beginning stage for many flowering plant life cycles.
2. A frog life cycle includes egg, tadpole, froglet, and adult frog.
3. The circle shows adults can make new young, so the pattern begins again.
4. A caterpillar is the young feeding stage before the chrysalis and adult butterfly.
5. Some young, such as tadpoles or caterpillars, look very different from adults.
6. Flowers can lead to seeds that begin the next plant life cycle.
7. A seed is the stage that can germinate and grow into a new plant.
8. The caterpillar is the young stage in a butterfly life cycle.
9. A circle shows that the stages can repeat when adults make new young.
10. The froglet stage comes after tadpole and before the adult frog.
11. A plant seed and a butterfly egg both begin life cycles; both grow before adults make new young.
12. Life cycles share a grow-and-repeat pattern, but a sprout and a caterpillar are different stages.

Week 1 Day 2: Modeling and Comparing Life Cycles

Answers

1 A | 2 A | 3 A | 4 True | 5 False | 6 True | 7 model | 8 compare

9 offspring | 10 order | 11 See Explanation | 12 See Explanation

Explanations

1. A life-cycle model is useful when it shows the stages in the correct order.
2. A circle of stages shows the pattern can repeat.
3. Putting models side by side helps you compare stages and patterns.
4. If the stages are in order, the model shows what usually comes next.
5. Labels help a reader understand the stages in the model.
6. Many organisms begin life, grow, become adults, and make new young.
7. A model represents the stages so you can see the order.
8. To compare means to look for similarities and differences.
9. Offspring are new young that start the cycle again.
10. A life-cycle model should follow the correct stage order.
11. The models show both organisms grow in order, but the plant has a sprout stage and the butterfly has a caterpillar.
12. Adults can make new young, so a circle shows the pattern starting again instead of stopping.

Week 1 Day 3: Animal Groups at Work

Answers

1 A | 2 A | 3 A | 4 True | 5 False | 6 True | 7 group | 8 wolf

9 penguin | 10 bee | 11 See Explanation | 12 See Explanation

Explanations

1. Wolves hunting together are animals using group behavior to get food.
2. A school has many fish moving together, which can make predators less successful.
3. A huddle reduces heat loss, so penguins stay warmer together.
4. Herds, schools, and huddles can make predators less successful.
5. Animal groups vary in size and can help with food, warmth, defense, or care.
6. Different bees can gather food, care for young, or protect the hive.
7. A group is made of animals that stay or work together.
8. Wolves often hunt in packs, which helps them catch food.
9. Penguins huddle to reduce heat loss in cold places.
10. Bees live in hives and divide work among group members.
11. Penguins huddle to keep warm, so living in a group can help an animal survive.
12. Schooling evidence shows many fish moving together can confuse a predator, so one fish may be harder to catch.

Week 1 Day 4: Arguing That Groups Help

Answers

1 A | 2 A | 3 A | 4 True | 5 False | 6 True | 7 claim | 8 evidence | 9 because | 10 elephants | 11 See Explanation | 12 See Explanation

Explanations